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Abstract

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INSTRUCTIONAL OBJECTIVES FOR A JUNIOR COLLEGE COURSE IN PSYCHOLOGY (FIRST SEMESTER)

ED033713

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JC 690 426

PSYCHOLOGY OBJECTIVES: SET # 1

UNIT OF INSTRUCTION

I. Psychology as a Science

Unit Goal I. The student will know the definition of psychology as a science.

Objective I. * In class, the student will define the six steps of the scientific method with 100% accuracy.

Objective II. * During one class period, in an essay of 100-300 words, the student will indicate the difference between the scientific and teleological explanation of why 'the swallows come back to Capistrano in the spring.'

Base Criterion 75% Class reaching standard 50%

Objective III. * In class, the student will select one of the three "problem-solving" experiments presented and indicate both the dependent and independent variabl with 100% accuracy.

Objective IV. ? Outside of class, the student will visit a local business having at least three employees and after appropriate interviews will propose an experimental design (350-350 words) to study "worker productivity" which will eliminate the 'Hawthorne Effect'

Base Criterion 100% Class reaching standard 75%

Concepts to be learned

Scientific Method
Scientific and Teleological Explanations
Dependent Variables
Independent Variables
Intervening Variables
Control Groups
Hawthorne Effect

Test Items: See above *

Assignment: See above

II. Perception

Unit Goal I. The student will understand the physiological factors associated with the phenomena of perceptio

Objective I. Orally, in class, the student will indicate at least five of the eight generalizations in answer to the question, "Why do we see what we do see."

Pre-test Base criterion 50% Class reaching standard 25%

Post-test Base criterion 100% Class reaching standard 100%

II. PERCEPTION continued

Objective II. In class, the student will orally propose and carry out a simple experiment to explode the myth of the "five senses".

Base Criterion 100% Class reaching standard 100%

Unit Goal II. The student the relationship of vision to the process of perception

Objective I. In class, the student will be able to correctly answer twenty of twenty-five test items on the "duplicity theory of vision."

Base criterion 80% Class reaching standard 60%

Sample Test Item 1. Write a short statement describing the four factors of anatomical evidence for the "duplicity of vision theory.

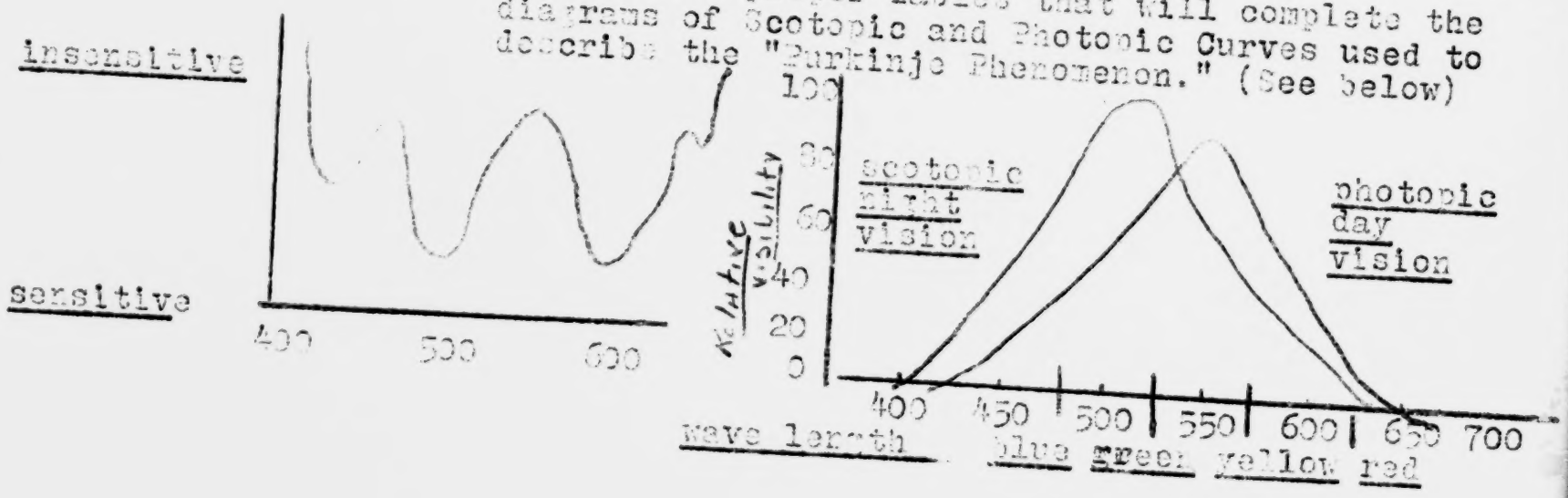
A. Appearance: histology experts distinguish two kinds of structures, called rods and cones

B. Neurological Connections: arrangement of nerve fibres connecting rods and cones to the is centered in the fovea, giving direct line to CN

C. Distribution: Cones are most abundant in fovea, decrease in frequency as distance from fovea increases; rods are most abundant on periphery

D. How light reaches the Rods and Cones: resolution compensates for the fact that light does not strike rods and cones as soon as it gets to the retina

Sample Test Item 2. Fill-in the proper lables that will complete the diagrams of Scotopic and Photopic Curves used to describe the "Purkinje Phenomenon." (See below)



II. PERCEPTION continued

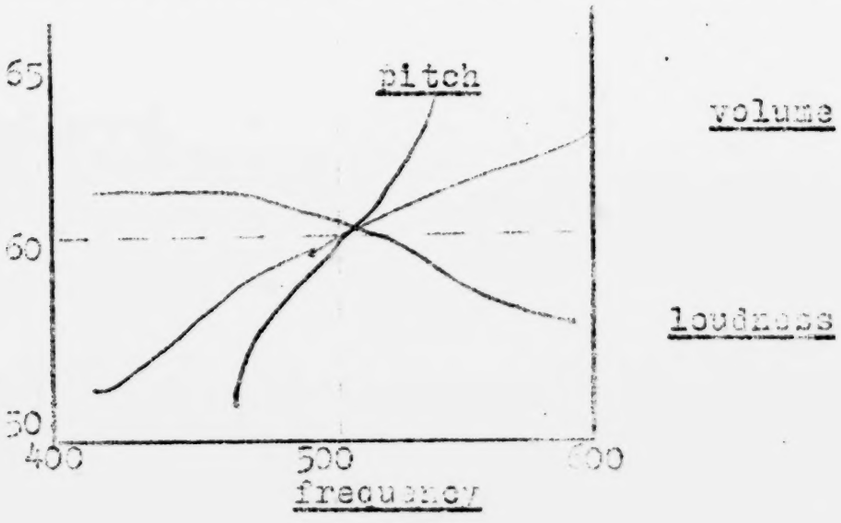
Objective II. Outside of class, the student will write a 300-500 word essay describing the color vision theories of Young-Helmholtz and Hering.

Base Criterion 100% Class reaching standard 100%

Unit Goal III. The student will illustrate the lack of a one-to-one correspondence between the dimensions of physical stimuli and the dimensions of experience as it relates to "Audition."

Objective I. The student will be able to fill-in and correctly identify the variables associated with audition as presented in the diagrammatic sketch below.

Base criterion 100% Class reaching standard 75%



Define:

Pitch
Volume
Density

Unit Goal IV. The student will be able to avoid a naive attitude regarding the concept of "illusion."

Objective I. In class, the student will write an essay of 100-250 words giving the ideational and realistic aspects to the old philosophical question:"If a tree falls in the forest and there is no one there to hear it, is there any sound?"

Base criterion 100% Class reaching standard 100%

Unit Goal V. The student will understand the concept of movement as an organizing, problem-solving aspect of perception.

Objective I. The student will write an essay of 100-200 words describing the "phi phenomenon", given the "pair of dots experiment". (see below)

A B C D

Unit Goal VI. The student will be able to determine the critical influence that social perception has on conformity.

Objective I. The student will write a 500-700 word essay, out of class, addressing himself to the question, "Who am I?" Be certain to include the role that social perception plays on identity.

Base criterion 100% Class reaching standard 10

III. GRAND THEMES IN PSYCHOLOGICAL THEORIZING

Unit Goal I. The student will be able to differentiate among the several themes of psychological theory.

Objective I. The student will write a short statement, in class, resolving the paradoxes presented by the list of opposed dichotomies presented below.

empiricism	vs.	nativism
mechanism		vitalism
peripheralism		centralism
behaviorism		Gestaltism
elementalism		wholism
stimulus-response		field theory

IV. MEASUREMENT IN PSYCHOLOGY

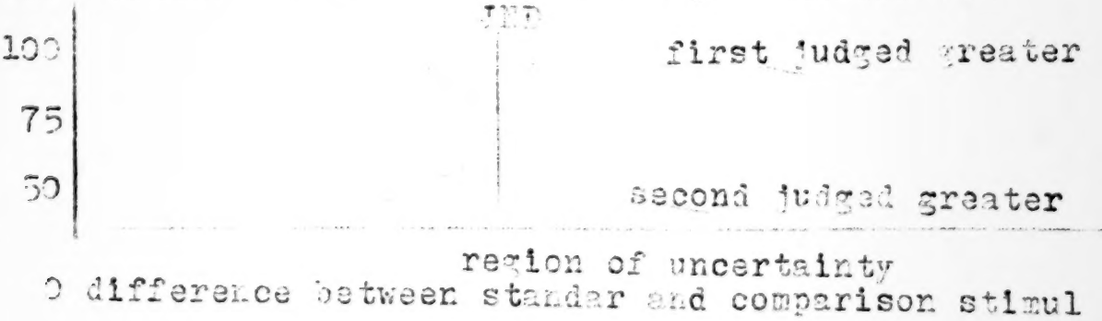
Unit Goal I. The student will learn what a graph or plot means

Objective I. The student will, outside of class, construct a graph which will illustrate the absolute limen (AL) or absolute threshold for the normal hearing to hard-of-hearing experiment

Base criterion 90% Class reaching standard 50%

Objective II. In class, the student will write a 200-300 word essay describing the relationship of the difference threshold (DL)(refering to a <u>just noticeable difference</u> (JND)) as applied to the Weber-Fechner Law. See Below

Base Criterion 75% Class reaching criterion 75%



IV. MEASUREMENT IN PSYCHOLOGY continued

Unit Goal II. The student will be able to understand and apply the tools of statistical analysis

Objective I. In class, the student will indicate whether the difference in the given grade points between male and female students in psychology I. is due to chance variation or to some "real" factor. Student must include a one or two-tailed test and a standard error of the difference.
Base criterion 80% Class reaching standard 75%

Objective II. In class, the student will compute a Chi-square from the data given in order to express a "Bi-variate distribution as showing the relation, if any between two variables.

Base criterion 100% Class reaching standard 75%

Objective III. Provided the experimental data from the "Cartoon-test-for-Prejudice" the student will select the most appropriate measure of bivariate variation, plot the data and indicate in 75 words or less the degree of validation. (overnight assignment)

Base criterion 75% Class reaching standard 100%

Objective IV. The student will successfully answer 15 of 20 test items (multiple-chice) on the meaning of the coefficient of correlation.
Base criterion 80% Class reaching standard 100%

V. LEARNING

Unit Goal I. The student will understand that learning is primarily a problem in reorganization, stressing the essential similarity of learning to perception

Objective I. In class, the student will write a 100-300 word essay on Pavlov's theory of conditioned response; essay to include explanation of both the law of reinforcement and law of extinction.

Base criterion 100% Class reaching standard 100%

Objective II. In class, the student will list and define at least three major concepts associated with each of the learning theorists: Thorndike, Hull, Tolman, Guthrie and Estes with 100% of accuracy.

V. LEARNING continued

Objective III. In class, the student will write an essay of 50-150 words describing the contribution of Pavlov, Liddell and Sutherland to the understanding of the relationship between learning and neurotic behavior.

Base criterion 100% Class reaching standard 75%

VI. FRUSTRATION

Unit Goal I. The student will understand the concept of frustration as tied to a general behavior theory.

Objective I. In class, the student will write a 250-400 word essay indicating how the Yale Group (Dollard, Doob, Miller, et al.) took the concept of frustration away from Rosenzwig's intuitive, "artistic" notion and tied it to a more general behavior theory, Viz., Hullian learning theory.

Base criterion 80% Class reaching standard 75%

Objective II. The student, in class, will write a 100-250 word essay describing Brown-Farber's higher-order hypothetical construct theory of frustration.

Base criterion 100% Class reaching standard 80%

Objective III. The student will, outside of class, construct a paradigm showing Festinger's theoretical relationship between cognitive dissonance and frustration.

Base criterion 100% Class reaching standard 100%

VII. FIELDS OF PSYCHOLOGICAL INQUIRY

Unit Goal I. The student will have a general understanding of the methods and theory related to Developmental (child) Psychology

Objective I.. Outside of class, the student will write an essay describing the works of Piaget and Feels in support of the two major principles of developmental psychology: (1) "All development proceeds in an orderly sequence," and (2) development is not always smooth but often occurs in spurts and stages."

Base criterion 100% Class reaching standard 100%

Unit Goal II. The student will be able to apply the appropriate methodology of Social Psychology to the problem of "race and ethnic relations in America."

VII. FIELDS OF PSYCHOLOGICAL INQUIRY continued

Objective I. In class, the student will indicate the general characteristics of the prejudiced person as pres in the Frenkel-Brunswik study by selecting eight "high prejudice" first impressions (from the list provided) of responses found on the anti-Semitism scale of the Thematic Apperception Test (TAT).

Base criterion 100% Class reaching standard 80%

Objective II. Provided a case study of episodic responses to th TAT, In class, the student will write a 200-300 w essay which will illustrate the three major projective findings associated with prejudice.

Base criterion 100% Class reaching standard 100%

Unit Goal III. The student will understand the basic determinant of intelligence and its relationship to education psychology

Objective I. The student will write an essay of 300-500 words, outside of class, tracing the development of Bine theory to its culmination in the Montessori and Summerhill educational programs.

Base criterion 100% Class reaching standard 100%

Objective II. The student will write an essay, in class, illus- trating the evidence concerning "heredity as a determinant of intelligence." In 200-300 words, will show how the above "fixed IQ hypothesis" rel to integrated schooling issues in minority areas Los Angeles.

Base criterion 100% Class reaching standard 100%

Unit Goal IV. The student will have an undertanding of the focu and tools of Clinical Psychology

Objective I. Given the behavioral format for culturally define "need-states" as they relate to mental health, In class the studen will write an essay of 250-500 words describing at least five factors of "dis- tortion" leading to physiological dis-equilibriu

Base criterion 100% Class reaching standard 100%

Objective II. Outside of class, using the case histories provid the student will write a 500-800 word prognosis f three of the five cases, utilizing six of the nin tenets for clinical evaluation.

Base criterion 100% Class reaching standard 100%

PSYCHOLOGY OBJECTIVES: SET # 2

UNIT I - MAN STUDIES HIMSELF

In order to understand and appreciate what the study of psychology is certain basic concepts must be considered. As in any field of study, the question what is it? How did it get here? What's the background? How is it approached? etc. must be answered.

General Objective:

The student will understand the relationship between psychology and the other sciences and its historical background.

Specific Objectives:

1) The student will diagram the concept of "levels of integration" from physics to sociology and give at least one example of how the "change" at one "level" affects the next "level". (75%)

2) The student will match a list of 12 famous psychologists with a list of specific contributions made in the field. (70%) (e.g. Fechner, Pavlov, Wertheimer, etc.)

3) From a given description of approximately 25 words, the student will identify the particular method of study being employed. (e.g. field-study, experimental, survey, etc.) (70%)

4) In outline form, the student will list the usual steps taken in the "scientific approach". (75%)

General Objective:

The student will understand the environmental and hereditary factors and interactions in the functioning of the human organism.

Specific Objectives:

1) The student will list Erikson's eight stages of psychosocial development in chronological order and identify the age group associated with each. (80%)

2) Given descriptions (paragraph) of "abnormal" maturation development, the student will select the endocrine gland and normone probably causing the condition. (70

3) Given the major blood stype (A,B,AB,O) of a mother and child, the student will determine the possible blood types of the father. Student will make a diagram of problem. (65%)

4) Given a case history of 75-150 words, the student will outline in writing those factors which are indicative of heredity or environmental influences. (70%)

5) Outside of class, the student will devise in 500 words or less, a psycho-development theory of his own utilizing classroom concepts and his own frame-of-reference. (50%)

6) From a given description of a type of behavior, the student will select either Freudian or Erikson's theory as more effective in intepreting the behavior. (65%)

UNIT 2 MODIFICATION OF THE ORGANISM

Learning is popularly thought of as synonymous with improvement. While no one would deny this, it can also bring about undesirable changes too. The popular definition of learning must therefore include the acquisition of all new response patterns, desirable and undesiraole. Learning is defined as a process which results in a change in perceiving or responding after some environmental contact. This unit is concerned with various learning theories, generally accepted influences on learning and special problems related to learning.

General Objective:

The student will be able to identify ways of studying and measuring learning and understand the capacities of learning.

Specific Objectives:

1) The student will define in 15 words or less the terms associated with the study of learning (unconditioned stimulus, conditioning, S-O-R, imprinting.....etc.) 70%

2) The student will distinguish between sensory discrimination learning, motor skill learning and verbal (symbolic) learning. 75%

3)Given 3-5 graphs with representative learning curves, the student will identify the type of curve and in 15 words or less, translate its meaning. (e.g. s-shape curve) 70%

4) The student will match a given list of learning techniques and/or influences with a list of short descriptions of what these techniques or influences are. 75%

5) Given an approximate 25 words description of a learning problem, the student will select the most effective techniques to use in coping with the situation. (e.g. rewards, goal-directing, etc.) (75%)

UNIT 3 ADJUSTMENT AND MALADJUSTMENT

Adjustment is a constant process of attempting to meet both our inner needs and the demands placed on us by our physical and social environment. These "forces" act upon us, giving vent to "motivation". What is motivation? How does it effect us? In this process of adjusting, a certain amount of frustration is inevitable. How a person deals with frustration is a measure of his mental health. To what degree of not adjusting (maladjustment) is a person mentally ill? What then can be done?

General Objective :

The student will be able to identify the various drives and effects of motivation.

Specific Objectives:

1) The student will list and define in 15 words or less, the biological drives in its generally accepted order of importance to the organism. 80%

2) Given a list of 15 psycho-socio needs, the student will match a list of definitions or descriptions. (e.g. ego-integrative, affiliation, autonomy, etc.) 70%

3) Outside of class, the student will write a 50-75 word illustration of how homeostasis recently worked in himself - either on a biological or psychological level. 90%

General Objective :

The student will understand the physical reposnes in emotion and the concept of the general-adaption syndrome. He will also know the basic emotional developmental concepts.

Specific Objectives:

1) The student will outline and define in 20 words or less, 6 to 8 types of physical responses to emotion (e g. facial, glandular, neural.....) 90%

2) Outside of class, the student will write in 100 words or less, the meaning of the James-Lange theory or the general-adaptation-syndrome of Hans Selye. 95%

3) The student will dinstinguish between "inborn", conditioned and learned emotion by giving at least 2 examples of each. 70%

4) Given a hypothetical situation, the student will write in 75 words or less the degree of accuracy expected in using the polygraph (lie-detector test). 80%

General Objective:

The student will know the major approaches to psychotherapy and the physical methods sometimes employed.

Specific Objectives:

1) The student will outline the usual educational background of people doing various "types " of psychotherapy. (e.g. psychologists, psychiatrist, counselor, psychoanalyst,.....) 70%

2) Given a 25-50 word description of a therapeutic situation, the student will select the method being used. (e.g. non-directive, chemotherapy,lobotomy,.....) 70%

3) The student will differentiate and distinguish between two given types of therapy and indicate when each is used and under what circumstances. 65%

UNIT 4 KNOWING OUR WORLD

The previous units in this course have shown us the interaction of various processes in such abbitrarily chosen areas as development, learning, emotion and motivation. We "absorb" these factors through our sense organs and they are organized in each individual according to his own "frame-of-reference". How does information get through our sense organs? Why do we "perceive" what we do? What is the complicated process of thinking? To further the study of the human organism, these processes must be considered.

General Objective:

The student will know the sense organs and their basic anatomy and/or function.

Specific Objective:

1) Given an unlabeled diagram of the human eye and

ear, the student will fill in the specified anatomical parts. 75%

2) The student will define in 20 words or less, the terms associated with vision and hearing (e.g. dark adaption, Purkinge effect, diplopia, frequency, timbre.....) 70%

3) Outside of class, the student will write in 100 words or less, a paper on any one of the following:

a) The theory behind the color-blindness test.

b) The difference between paint colors and light colors.

c) Why are we deaf to the "dog" whistle? 100%

4) The student will list and identify the remaining seven senses. 90%

General Objective:

The student will understand the principles of attention and perception and the relationship between the two.

Specific Objective:

1) Given a list of descriptions or illustrations, the student will match them with a list of appropriate attention factors. (e.g. postural, prepotency, suggestion...)70%

2) The student will illustrate or define in 20 words or less, factors that influence what we perceive (e.g. closure, figure-ground, social suggestion, frame-of-reference.....) 70%

3) The student will write in class, a 50 words or less report on his experience with the autokinetic effect. (If classroom facilities allow for equipment to be set-up).100%

4) Outside of class, the student will write three con-

UNIT 5 PERSONALITY - ABILITIES AND MOTIVATIONAL FACTORS

Any definition of personality includes all traits and characteristics andthe dynamics within the individual. It is the totality or the entire action and interaction of these factors that make up personality. For purposes of study, psychologists, as other scientists, try to isolate or consentrate on each factor separately. Such things as ability, intelligence and motivational factors will be considered in this unit. Present approaches to measuring these will be presented by giving the student an opportunity to take some of the available "tests" himself in a classroom setting.

General Objective:

The student will understand the terminology and methods commonly used in measuring devices.

Specific Objective:

1) The student will define in 20 words or less, the terms used in measuring devices (e.g. mean, mode, variability, correlation, validity.....) 75%

2) Given an M.A. (mental age) and a C.A. (chronological age), the student will determine the I.Q. and indicate degree of defectiveness or gifted. 80%

3) The student will differentiate between the cross-sectional and longitudinal approach and indicate the drawbacks of each. 70%

clusions to a class experiment on the direction of sound as perceived by a volunteer student or students. 80

General Objective:

The student will know the different approaches to explain thinking.

Specific Objective:

1) Given a description of a "thinking" process, the student will select the type of thinking involved. (autistic, deductive, insightful.....) 75%

2) The student will outline and illustrate, the 8 fallacies of thinking as discussed in class. 70%

3) The student will diagram and explain in 50 word or less, the science of Cybernetics or the Information Theory of Communication. 70%

General Objeetive:

The studenn will know theories and approaches to the study of personality.

Specific Objective:

1) From a given 25 word description of a type of study, the student will select the method being employed. (e.g. phrenology, astrology, somatotypes.....) 70%

2) The student will identity self-inventory tests from projection tests from a given list of currently used test. 80%

3) The student will attempt a "rough" evaluation his own tests results on tests administered in class. (e.g. Kuder-Preference, Strong Interest.....) 90%

4) The student will match the appropriate test with a given description of the test. (e.g. Rorschach, TAT.....)75%

UNIT 6 GROUP AND INDUSTRIAL PROCESSES

Man does not live in a vacuum. We have seen some of the internal influences on his behavior and now we will see some other forces acting upon him to cause him to respond as he does. We live in a complex society where we are constantly bombarded with group pressures, ideas, community mores, laws, mass communication, etc. In order to understand what influences we are subjected to and how to interpret propaganda and other persuasive techniques, we must study group dynamics and the techniques presently being used. At least, armed with the "whys" and "hows" we can accept or reject these forces with a critical eye.

General Objective:

The student will understand the various influences the group has on the individual, effective group processes and effective leadership.

Specific Objective:

1) The student will select the most effective Communication Pattern (circle, chain, fork .....) for a given problem solving situation. 65%

2) The student will list and define in 20 words or less, the eight principles of group dynamics. 75%

3) In essay form of 100-150 words, the student will be asked to chose an effective leader type for a given hypothetical group. He will indicate the characteristics of a good leader and the functions he will perform for the group in question.

General Objective:

The student will understand the psychological effectives of advertising and propaganda.

Specific Objectives:

1) Given a description or advertising slogan.... the student will select the technique being used (e.g. institutional, motivational, ego-involvement.....) 70%

2) Given a product or merchandise to be advertised, the student will write in 100 words or less, the method of research he would use for the particular product and the type of advertising he would use. 90%

3) The student will outline and illustrate the persuasive devices of propaganda. (e.g. band wagon, card stacking,.....) 70%

General Objective: V \.

The student will know the various factors leading to compatibility in marriage, causing illegal behavior and prejudice.

Specific Objectives:

1) Given a description of a divorce case, the student will analyze the facts given and suggest where the marriage went "on the rocks ". (75 words or less) 80%

2) Given a description of a couple "going steady", the student will predict the possible compatibility in marriage and why? (75 words or less) 80%

3) The student will outline and describe the influences in one's life leading to delinquent behavior. (e.g. peer group, parental, environment,.....) 70%

4) Given a present day prejudice problem (possibly recent newspaper accounts) the student will select the most effective means of immediate and non-threatening action to be taken. (education, inter-group contacts or legal action). 75%

General Objective: ✓ 2.

The student will know the underlying factors in finding and keeping a job.

Specific Objcetive:

1) Outside of class, the student will write a 150-200 word paper on a vocation of his choice. He will include the demand, expected salary and requirements for the particular job. He will indicate the methods used in finding the job and type of dress, attitude and 'personality' the employer is most likely to appreciate. 100%

PSYCHOLOGY OBJECTIVES: SET # 3

* Objectives of Each Unit:

I. Unit One: The Nature of Psychology as a Discipline

A. Major Concepts: the definition of psychology
the methods of psychological science
the role of theory in psychology
measurement in psychology

B. Specific objectives

1. The student will demonstrate the skills of understanding and application by answering correctly multiple-choice questions on the following terms:

stimulus	response
organism	behavior
comparative psych	conscious processes
unconscious processes	developmental vs interactive explanations
explicit vs implicit movements	
correlation	concommitant variation
scatter diagrams	

(75%)

2. Given brief experimental designs with the results listed graphically, the student will note the independent and dependent variables and whether the correlation is negative, positive, or negligible. (80%)

3. Given a specific hypothesis, the student will note which of the five methods of investigation would be the most appropriate. (70%)

4. Given specific broad assumptions in psychology, the student will relate it to one of the main theories of psychology. These theories are behavorism, S-R, Gestalt, Cognitive, and Psychoanalysis. (70%)

5. In seminar discussion, the student will express his biases for certain areas and approaches in psychology. Justifications must be given. (80%)

II. Unit Two: Growth and Development

A. Major Concepts: the developmental viewpoint
stages in development
personality development in early childhood
bodily changes during adolescence
the role of the adolescent

B. Specific objectives:

1. The student will demonstrate the skills of understanding, analysis, and application by answering correctly multiple-choice questions on the following terms:

(the terms related to infancy and childhood):

critical periods	critical stages
maturation	an organizer
readiness to learn	imprinting
environmental enrichment	premature training
psychosexual stages	conservation
socialization	psychosocial stages
love-oriented discipline	social attachments
sibling rivalry	sex-role identification
functionally autonomous	personal identification
	consistency of personality

(75%)

2. The student will note, given specific mal-adaptive behavior patterns, the incompleted stage to which the behavior belongs. Sullivan's and Freud's scheme should be used. (70%)

3. In 75 - 125 words, the student will review two experiments related to critical periods. The relation must be shown. (75%)

4. Given Hilgard's five generalizations about maturation and learning in infancy and childhood, the student will note which one accords with given experimental findings. (70%)

5. In seminar, the student will point out similarities between his own behavior traits and those of his family members. Confidential reports may be filed in lieu of oral reports. Sex-role linked traits should be included. (80%)

6. Given specific behavior traits of the age range 6-10, the S will note whether or not they are fairly consistent throughout adulthood. (80%)

7. The student will demonstrate the skills of understanding, analysis, and application by answering correctly multiple-choice questions on the following terms related to adolescence and adulthood:

puberty	primary sex characteristics
growth spurt	secondary sex characteristics
early and late maturer	adolescent awkwardness
size-age confusion	sex fantasies
taboos	pre- and post-menarcheal
permissive	restrictive
initiation rites	parent problem
adolescemt subculture	social conformity
social delinquency	individual delinquency
ideals and values	masculine and feminine roles
activity vs disengagement for the aged	

(75%)

8. In 75 - 150 words, the student will cite three non-literate cultures that have different sexual roles than ours and then explain these roles. He will interpret the facts. (70%)

9. Given specific behaviors, the student will note whether they are culturally associated with men, women, or both and whether they are culturally or biologically determined (primarilly). (75%)

10. In seminar discussions, the student will discuss the constituents of a happy marriage. Practicality should be the main consideration. (75%)

11. Given graphs without labels, the student will determine which set of variables is appropriate to the relations depicted. The sets will relate to: maximum growth rates; uneven growth rates of different body tissues; adolescent difficulties with the family; productivity curves of athletic champions and of superior scientists. (70%)

III. Unit Three: Motivated and Emotional Behavior

A. Major concepts:
physiological needs as determiners of behavior
basic motives with unspecified physiological correlates
appetites and aversions: alternatives to need, drive, and incentive
derived motives
problems posed for a theory of human motivation
behavior theory and behavior systems
unconscious motives
cognitive theory of motivation
self-reference
affective states
emotions and motivated behavior
emotional states as adaptive and disruptive

B. Specific objectives:

1. The student will demonstrate the skills of understanding, analysis, and application by answering correctly multiple-choice items on the following terms:

motives	activating and energizing aspects
directional aspects	needs, drives
local vs central determiners	estrus cycle
preparatory activities	instincts
consummatory behavior	positive and negative incentives
specific hungers	drive-incentive relations
aversions	appetites
acquired incentives	acquired drives
	transformed motives (75%)

2. Given specific experiments that measure drives, the student will label the methodology used. (75%)

3. Given the specific states of 3 out of 4 needs (hunger, thirst, sex, and pain), the student will predict the state or level of the fourth need. (75%)

4. Given specific behaviors (or occurances), the student will note at which stage of the Need-Drive-Incentive formulation the behavior is most likely to be at. (70%)

5. In seminar discussion, the student will discuss activities in his own life that demonstrate "basic motives with unspecified physiological correlates". Insight and originality will be rewarded. (70%)

6. The student will demonstrate the skills of understanding, analysis, and application by answering correctly multiple-choice questions on the following terms related to human motivation:

motivational disposition	motivational arousal
achievement motivation	affiliation motive
viscerogenic needs	psychogenic needs
behavior theory	theory of unconscious motivation
cognitive theory	behavior system
dependency motive	aggression
sadism	masochism
dreams	symbolic expression
purposeful behavior	stop-plans
strong-willed person	levels of aspiration
profit motive	hierarchy of motives
self-consistency	cognitive dissonance
self-actualization	competency motivation
deficiency motivation	"being" motives
peak experiences	existentialism a la Tillich)

(75%)

7. Given specific behaviors, the student will note from which motivations they probably arise. Various systems of motivation will be given: Maslow's, Murray's, behavior theory's, and cognitive theory's. (70%)

8. The student will note the relationships between these variables:
   achievement motivation -- a challenging situation;
   dependency motivation -- affiliation with organizations;
   childhood frustration -- later dependency behavior;
   punitive punishment by parent -- aggressive doll play;
   childhood activity -- aggressive acts;
   arousal of sexual motivation with and without classroom restraint -- symbolic expression of sex;
   level of aspiration -- difficulty of task;
   deficiency motives -- being motives (65%)

9. Outside of class, the student will write an essay (200-300 words) selecting one of the three theories of human motivation and defending it. Distinctions should be made between what best describes behavior and what helps people improve their behavior. (80%)

10. The student will demonstrate the skills of understanding, analysis, and application by answering correctly multiple-choice questions on the following terms related to emotion:

affective tone	feelings
emotion	physiological differentiation of emotions
preferences	prejudices
attitudes	emotion as drive
hedonism	emotion as accompaniment to motivated actions
emotion as incentive	anger
anxiety	mood
jealousy	emotional suppression (75%)
temperament	
psychosomatic disorders	

11. Given specific emotions, the student will classify them as pleasant or unpleasant, mild or intense. (80%)

12. The S will list 7/10 physiological indicators of emotional response. (70%)

13. In seminar discussion, the S will discuss his preferences, attitudes, and prejudices. He will note both their cause and their rational support. (75%)

14. Given specific emotions in specific contexts, the student will indicate whether they are serving as drives, incentives, or accompaniments; where appropriate, he will note whether they are adaptive or mal-adaptive. (75%)

15. In seminar discussion, the student will take a position on the overt expression of emotions and then he will defend it, using both a rationale and several concrete examples. (70%).

IV. Unit four: Learning and Thinking

A. Major concepts:

classical conditioning
operant conditioning
principle of reinforcement
economy in acquiring skill and in rote memorization
transfer of training
teaching machines and programed instruction
motivational control of learning
anxiety and learning
nature of thinking
symbols and concepts
language and thought
problem-solving
creativity

B. Specific objectives

1. The student will demonstrate the skills of understanding, analysis, and application by answering correctly multiple-choice questions on the following terms related to the nature of learning:

learning	associative learning
classical conditioning	operant conditioning
unconditional stimulus	unconditional response
conditioned stimulus	conditioned response
reinforcement	stimulus substitution
extinction	spontaneous recovery
trials	simultaneous conditioning
delayed conditioning	trace conditioning
asymptote	amplitutde
latency	acquisition rate
generalization	gradient
semantic conditioning	discrimination
operant behavior	respondent behavior
operant strength	partial reinforcement
secondary reinforcement	token learning
shaping behavior	avoidance conditioning
	escape conditioning (75%)

2. Given specific learning experiments, the student will label the variables as US, UR, CS, or US, operant behavior, respondant behavior, reinforcer (positive, negative, or secondary). (70%)

3. Given mal-adaptive behavior, the student will (in an essay of 200-300 words) construct a therapeutic classical learning situation and a therapeutic operant learning situation. All appropriate variables must be labeled, including the specific kind of reinforcement. (70%)

4. In seminar discussion, the student will discuss instances of generalizations and discriminations that occured in his everyday life. Both common-place and dramatic illustrations should be made. (80%)

5. The student will show understanding, analysis, and application skills by answering correctly multiple-choice questions on the following terms related to the management of learning:

rote memorization	massed vs distributed practice
recovery-from-work theory	differential forgetting
consolidation theory	whole-and-part method
serial position effect	transfer of training
doctrine of formal discipline	mediated transfer
	learning to learn
learning set	teaching machine and programs

logical vs psychological organization of information
intrinsic vs extrinsic rewards

punishment	anxious learning (75%)

6. The student will put into practice the effective learning, (studying, digesting, etc.) skills discussed in class. (This will be determined by anonymous questionaires submitted at the end of the semester). (60%)

7. Given specific situations, the student will note the generally more effective method of learning within each of these sets:
a) massed vs distributed practice; b) whole vs part;
c) same stimulus, different response vs different stimulus, same response: d) knowledge vs no knowledge of results;
e) transfer through principles vs through specific responses. (80%)

8. In seminar discussion, the student will discuss specific learning sets that he adopts, along with suggestions for improvement. (85%)

9. Given specific goals in shaping behavior, the student will decide whether intrinsic, extrinsic, or both forms of reward are best. (75%)

10. Given: a) specific people with specific levels of anxiety; b) as confronted with specific task situations, the student will c) decide whether successful performance of the task should be helped or hindered. (75%)

11. The student will display skills of understanding, analysis, and application by answering multiple-choice questions correctly on the following terms related to thinking, language, and problem-solving:

symbols	referents
directed thinking	associative thinking
denotative meaning	connotative meaning
semantic differential dimensions (3)	abstractions vs things
linguistic relativity hypothesis	generative theory for language
brainstorming	habitual set
	functional fixedness
	scientific discovery sequnce

(75%)

12. Given a list of concepts, the student will rank them according to their level of concreteness. (80%)

13. In an essay of 75 - 125 words, the student will review two learning theories that explain the acquisition of language. (80%)

14. Given specific conditions of group compositions andof the nature of a task, the student will decide whether the task-problem is best solved by the whole group or by the group's top man. (70%)

15. Given specific personality characteristics, the student will note whether they belong to a creative adult, a child, a brain-damaged adult, or to Mr. Average Man. (75%)

V. Unit Five: Individuality and Personality

A. Major concepts: averages and measures of variation
statistical inference
testing aptitudes and achievements
tests of general intelligence
adult intelligence
extremes of intelligence
stability of intelligence
present status of ability tests
principles of genetics
heredity in animal behavior
heredity in human intelligence and mental illness
interaction of heredity and environment
personality structure as a unique attainment
type theories
trait theories
developmental theories
dynamic theories
personality integration, concept of the self

B. Specific objectives:

1. The student will demonstrate...terms related to statistical methods and measurement:

class interval	mean
mode	median
normal curve	skwed distribution
random distribution	statistical inference from a sampling population
chance distribution	

(75%)

2. Given two small sets of scores on a school exam (fictitious), the student will calculate the mean and median along with the range. (75%)

3. Given a set of figures for a group, the student will: make a frequency distribution with a set amount of categories; construct a frequency polygon: interpret the results. (75%)

4. The student will demonstrate the skills of ...on the following terms related to ability testing and measurement:

aptitude tests	achievement tests
general intelligence	mental age
I.Q.	item selection
intelligence	mentally defective
mentally retarded	mentally gifted
stability of intelligence	selective migration
environmental stimulation	

(75%)

5. Given specific I.Q. scores, the student will label them and predict success in given occupations. (75%)

6. In seminar discussion, the student will discuss the intellectual level of the culturally deprived, the significance of it, and possible solutions to the deprivation. (75%)

7. Outside of class the student will write an essay (100-200 words) defending or criticizing the use of aptitude tests. The position should be stated clearly, with only a few reasons given and developed. (80%).

8. The student will demonstrate the skills of ... on the following terms related to behavior genetics:

phenotypes	genotypes
chromosomes	genes
dominance vs recessiveness	sex-linked
	mongolism
DNA	bright and dull strains of rats
blood vs foster parents	identical vs fraternal twins
potential for development	interaction of heredity and environment

(75%)

9. Outside of class the student will write an essay (100-150 words) reviewing one of the "heredity in animal behavior" experiments and then stating its implications for human behavior. (80%)

10. Given specific relationships between children and their guardians, the student will rank the likely correlations of I.Q. within each pair. (75%)

11. In seminar discussion, the student will discuss the significance of I.Q. studies that compare Negro (or other minority group) with Caucasian I.Q. scores. The discussion should include the Kent county project results, difficulties in conducting such tests, and the difficulties of solid conclusions. (70%)

12. The student will demonstrate the skills of ... on the following terms related to theories of personality:

personality	personality structure
common experiences	individual reactions, experiences
identity formation	roll diffusion
type theories	Sheldon's theory
physiological type theories	extroverts
	introverts
trait theory	Allport's theory of dispositions
cardinal, central, and secondary dispositions	Allport's theory (scale) of values
	developmental personality theories
psychoanalytic theory	fixation
compulsive personality	authoritarian personality
learning theories	role theories
dynamic theories	id, ego, superego
conflicts	personality integration
dissociation	self-perception

(75%)

13. The student will briefly explain "identity formation" and then relate it to either his own life or that of an acquantance. This is an essay of from 200-300 words and is to be written outside of class. (75%)

14. Given specific behaviors (e.g., compulsive movements), the S will note whether they can most appropriately be interpreted by psychosexual fixation, learned habits or conflicts, or by role behaviors or conflicts. (70%)

15. In seminar discussion, the S will discuss the pros and cons of these personality theories: Williams' physiological, Jung's dichotomy, Allport's dispositions and values, Freud's psychoanalysis, Dollard and Miller's approach-avoidance conflicts, and Newcomb's role theory. Pros and cons must be developed; a clear summary of the theory must be made; limitations must be laid out. 70%)

VI. Unit Six: Conflict and Adjustment

A. Major concepts: conflict
frustration
immediate consequences of frustration
defense mechanisms
defense mechanisms and adjustment
the psychotherapies

B. Specific objectives:

1. The student will demonstrate ... terms related to conflict and adjustment:

conflict (Dollard, Miller)	ambivalent
gradients	frustration
block sy	symptoms
aggression	displaced aggression
apathy	fantasy
sterotypy	regression
defense mechanisms	self-deception
denial	amnesia
rationalization	projection
reaction-formation	dissociation
compulsion	excessive theorizing
repression	substitution
sublimation	overcompensation
neurotic	psychotic
continuum	psychotherapy
psychoanalysis	free association
resistances	interpretation
transference	working through
client-centered therapy	unconditional acceptance
counter-conditioning	anxiety hierarchy
behavior therapy	extinguish habits (75%)

2. Given specific conflicts, the S will note which type they represent, a la Dollard and Miller. Also, he will decide which is the best way to solve the problem (given alternative ways). (70%)

3. Given specific defensive reactions, the student will categorize its mechanism and point out its healthy counter-part. (75%)

4. In seminar discussion, the student will discuss ways to solve life problems. Specific examples need to be given (75%)

5. Outside of class, the student will (in an essay of 200-300 words) compare and contrast the therapies of Freud, Rogers, and Wolpe. (80%)